DOCUMENT RESUME

ED 348 509 CE 061 727

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TITLE Training of Trainers: Problems and Trends.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (Germany).
REPORT NO ISBN-92-826-3424-8
PUB DATE 90
NOTE 49p.
AVAILABLE FROM UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-649-EN-C).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Adult Educators; Continuing Education; Corporate Education; Educational Needs; Educational Research; Foreign Countries; *Job Training; Staff Development; *Teacher Education; *Trainers; Training
IDENTIFIERS *European Community

ABSTRACT

Trainers must be prepared to provide traditional training and to help design original training systems that make it possible to build up new professional identities. The existing literature provides a clear view of the demand for training for trainers. Studies are now focusing on ways in which the training supply is meeting this demand. Some problems raised by trainers in basic vocational training are limited autonomy and little opportunity for educational innovation, obstacles to student and teacher mobility among Member States of the European Community, and unattractive career advancement and salaries. Trainers in continuing education who have opportunities for greater initiative and autonomy cite these trends: emergence of a more clearly defined training management function, use of outside services, decrease in relative numbers of full-time trainers in enterprise, decentralization of training, and increasing importance of training needs analysis. Studies suggest distinctions among teachers, full-time trainers, and occasional trainers. Specialists in educational engineering and training engineering and training management specialists and technicians are also emerging. The question is how to envisage the training of trainers in a period of transition between the current destructuring stage and establishment of a new integrating cultural model which entails a genuine change of culture. Other problems are opening up access and increasing use of the supply of training. (YLB)

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CEDEFOP Document

Training of trainers: problems and trends

European Centre for the Development of Vocational Training

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Training of trainers: problems and trends

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First edition, Berlin 1990

Published by:

CEDEFOP — European Centre for the Development of Vocational Training
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The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities

Cataloguing data can be found at the end of this publication

Luxembourg: Office for Official Publications of the European Communities, 1991

ISBN 92-826-3424-8

Catalogue number: HX-72-91-649-EN-C

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Printed in Belgium

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I. INTRODUCTION

Current interest in the training of trainers is linked to the increasing importance which is being accorded to vocational training. It is linked in particular, however, to the importance which human resource qualification is acquiring in the construction of Europe and the new ways in which the economy is using human resources. These new uses need new and more complex types of qualification and thus greater "professionalism" on the part of trainers.

Little is known about trends in qualifications, their components and their methods of acquisition which are obviously the subject of on-going research. The problem now is to build up new occupational profiles which have not yet been fully codified (and which are developing so quickly that it will not be possible to codify them in traditional ways) corresponding to new working situations for which a key is yet to be formulated.

It is in this context of transition that trainers must be trained so that they can provide traditional training and at the same time help design original training systems making it possible to build up new professional identities.

II. REVIEW OF CEDEFOP ACTIVITIES IN THE AREA OF TRAINING FOR TRAINERS

A re-examination of CEDEFOP's annual reports over recent years provides a panorama of activities and output up to now[1]. The large

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[1] See list of CEDEFOP publications.

number of studies, publications, conferences and reports organized by CEDEFOP bear witness to the interest in this question.

The general aims which have been pursued are as follows:

- better identification of the training situation and needs of everyone involved in implementing training in the Member States. These needs have been analysed against trends in qualifications and the world of work in general, the roles and features of training itself and the features and needs of people in training;
- pinpointing factors likely to place obstacles in the way of improved qualifications for trainers and in particular trainers' access to training;
- formulating proposals within a framework which is as broad and flexible as possible which could provide reference points able to help improve the supply of training for trainers (and thus their qualification), identifying priority objectives for national and Community investment[2].

The resources used:

- the conduct of national studies describing and analysing the actual situation of training personnel and their roles, profiles and training needs. At national level, these studies have provided more explicit information which can be put to profitable use particularly within Community programmes such as PETRA and FORCE;

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[2] See, for instance, the WORKING DOCUMENT prepared by CEDEFOP for the Commission in August 1985 (revised March 1986) by Michael Adams.

- the organization of meetings with representative personnel in this area (researchers, political decision-makers, representatives from both sides of industry and others) so that information and experiences can be exchanged and specific problems jointly discussed;
- the establishment and regular dissemination of sources of written information reflecting developments in the training of trainers in Europe such as the supplements to CEDEFOP News and the documentation dossiers on the supply of training for trainers and research in this area;
- practical support for the creation and development of networks bringing together a number of partners in Europe for the joint formulation of training programmes for trainers, production of resources, exchanges of trainers and information and so on.

The route:

- At a time when the problem of young people was becoming a major concern within the Community, CEDEFOP's initial work was targeted on trainers of young people. A series of studies conducted in 1982 in Belgium, Denmark, France, Ireland, Italy, Netherlands, Federal Republic of Germany and the United Kingdom was designed to find out more about the occupational situation and training of personnel responsible for basic training (including teachers in technical and vocational education). This study was also conducted in Portugal in 1989.

- The lack of information highlighted by almost all the studies of trainers involved in training young people in enterprise, led CEDEFOP to launch a second series of studies in 1987 to

fill this gap, especially as alternance training was arousing increasing interest in most Member States. These studies were conducted in France, Greece, Ireland, Italy, Federal Republic of Germany, United Kingdom and the Netherlands.

- Lastly, the fact that continuing training was occupying an increasingly important role in the economic and social life of all Member States and the Community was making major efforts to promote its development, CEDEFOP launched a third series of studies in 1990 in order to shed light on the development of the roles, profiles and training needs of those people involved in continuing training in enterprise. Selecting enterprise as a field for analysis does not mean that other continuing training operations taking place by public or private sector initiative can or should be disregarded. However, since most continuing training operations take place in or at the initiative of enterprise, the latter provides an ideal field for analysis. These studies have been conducted in France, Italy, Netherlands, Federal Republic of Germany and the United Kingdom.

The relevance of the compartmentalized findings obtained along this route, dictated to some extent by socio-economic circumstances, raises some doubts especially when it is borne in mind that many trainers in basic training are nowadays involved in continuing training as well. We have, however, been able to pinpoint comparatively important basic information which can now be re-assembled.

The findings of all the studies and meetings have provided a much

clearer view of the demand for training for trainers. CEDEFOP is now attempting to find out more about the ways in which the training supply is meeting this demand.

The inventory of the supply of training for trainers currently being compiled is a basic information resource at national and Community level. An initial inventory was compiled in 1987 for Belgium, Denmark, Spain, France, Ireland, Netherlands, Federal Republic of Germany and the United Kingdom.

A number of initiatives supporting the establishment of European networks and partnerships bringing together the public and private sectors (major public training establishments, professional organizations, enterprise, universities, others) are also under way. The aim of these initiatives is to help to develop a supply of high-quality training to satisfy needs.

Since training programme formulation is still the responsibility of the various people involved in the Member States, CEDEFOP is attempting to provide references as a way of helping to develop increasingly consistent programmes and practices within Europe. These references also provide bench marks for improved transnational cooperation in this field.

All the activities carried out so far have led us to draw up an interim report looking at solutions as well as unresolved questions. The aim of this brief report is not so much to provide final answers as to open up discussion.

III. PROBLEMS OF TRAINERS' QUALIFICATION

This question can be approached in different ways. We shall attempt in this report to keep to the basic criterion which has shaped the studies carried out by CEDEFOP, looking at the fields of basic vocational training and continuing training so as to relocate this problem.

The problems raised by trainers in basic vocational training (including teachers in technical and vocational education):

1. Since a framework of laws and regulations surrounds basic training in almost all Member States, criteria for the accreditation of teachers and trainers are also covered by fairly precise regulations (even though the ways in which labour markets operate may lead to exceptional situations which become normal practice in certain cases). There are, however, framework conditions which make it possible to implement these regulations and lay down some minimum criteria for access to the profession.

2. Bearing in mind that central authorities generally formulate training cycles and programmes in a fairly precise way as well, teachers and trainers often have limited autonomy and little opportunity for educational innovation. This is particularly true when their employer institutions have no educational team or establishment projects which may act as encouraging, broadening and mobilizing factors.

3. Basic training systems are structured in a variety of ways in

Member States and the streams which make them up may complement one another in different ways.

While the conditions under which people can move between these streams may not necessarily be precisely defined, there is little doubt that young people's routes are increasingly taking the form of different combinations of a variety of routes. Differences in the regulations covering these routes place substantial obstacles in the way of movement from one stream to another.

These differences in regulations and operating systems are also a major obstacle to the mobility of teachers and trainers in basic vocational training who are themselves covered by different social and economic statutes and work according to different logics.

4. The various economic and social contexts and the different systems of values and cultures which govern the links between education, training and employment determine the positions of education and vocational training, the relative roles and importance of those involved in basic training (individuals/State/enterprise) and lastly the framework conditions which govern the professional lives of trainers, their qualitative profiles, their numbers and their responsibilities.

In countries where basic training takes place chiefly in full-time schools, it has been difficult to involve economic operators in training despite endeavours to do so. Joining the

theoretical and practical dimensions of training comes up against major problems. It should be noted, however, that the nature and types of involvement of the economy in the training of young people are still being discussed by the public authorities and both sides of industry and that the question of the articulation between theory and practice has not necessarily been satisfactorily resolved by alternance training systems.

In vocational training systems dominated by full-time schools, teachers and trainers are mostly full-time practitioners and carry out their trade potentially "for life". In contrast, in cases where alternance training has a greater relative weight there are larger numbers of part-time or occasional trainers who have a more clearly defined training status.

In Germany, where the apprenticeship traditions of the Middle Ages have been retained, "the title of **Meister** continues to be a kingpin of the dual system of training today"[3] and which seem to be the main way of providing young people with qualifications (even for functions at levels above the skilled worker level). Moreover, "as training is considered in the enterprise to be an integral function, with the same status as other functions, trainers have integral status and full recognition"[4] whereas "the examples of alternance training of youth in the United Kingdom, France and Ireland appear to be

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3 See "The training of trainers of young people in enterprises - Synthesis report", Quere, M., CEDEFOP, 1989, p. 11.

4 Idem.

much less integrated into the institutional system of these countries. Their recent emergence tends to associate them more with a situational response to overcome the difficulties of the economic context rather than a natural, well thought out evolution in harmony with the social tradition of the country"[5]. In these cases young people's trainers in enterprise have difficulties in establishing their status and most are not subject to explicit operating regulations[6].

5. The lack of teachers in some disciplines and of highly qualified trainers, already a problem today, seems likely to worsen in future if career advancement and salary conditions continue to be insufficiently attractive. As long as the external labour market provides a sufficiently attractive alternative trainers, especially the best, will rapidly leave the profession. This may well produce a contradictory situation in which increasingly low-level profiles have to be recruited to train young people to acquire the increasingly high occupational profiles required by the labour market.

The problem of trainers in continuing training

1. Continuing training is nowadays a key resource for the qualification of human resources since basic training is now not only unable to prepare young people for a job "for life" but is no longer seen as a relevant way of doing so.

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5 Idem.

6 However, more importance has recently been attached to the apprenticeship training option in some of these countries.

Continuing training schemes have a wide variety of objectives and features in the same way as their providers: the State, enterprise, major public bodies, the commercial training market and other suppliers such as associations.

Trainers involved in these widely varying schemes which are not, for the most part, covered by laws or regulations (and in which the training market is occupying an increasingly important position) come from a variety of backgrounds and their access to training professions is not in general covered by regulations.

In this heterogeneous context of continuing training, there are often no formal regulations governing access to the profession and to training for trainers, especially for trainers in enterprise.

2. The fact that continuing training is subject to few regulations may in some cases provide trainers with greater initiative and autonomy especially when they work in organizations which have to provide appropriate responses to external commissions.

3. The State normally plays a supporting role by taking most of the responsibility for the training of the unemployed and other risk groups. It may well be the case that the conditions needed to regulate the practice of the training function are brought together in a better way in these schemes (although the role played by the operation of the trainers' labour market should not be disregarded in this case either).

4. Most continuing training operations now take place in or at the initiative of enterprise. Some trends, revealed by the studies which CEDEFOP has conducted on enterprise[7], are developing and may help to improve understanding of the way in which training professions are evolving in enterprise:

- A first trend is the emergence of a training management function which is more clearly defined than in the past and which seems to be assuming growing strategic importance within enterprise (especially large enterprise) and is often backed up by external advisory services. In SMEs, this function may be linked with others or contracted out to support agencies. This trend is bound up with investment problems.

- A second trend is the use of outside services. Growing use is being made of such services for training design and management advice and for actual teaching (even though training in enterprise is increasingly taking place in the workplace).

- The third trend is the decrease of the relative numbers of full-time trainers in enterprise. In cases where full-time trainers still occupy an important position,

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7 "Enquête sur la politique de formation continue dans les grandes entreprises" (Investigation of continuing training policy in major enterprises), CEDEFOP, 1990; "Formation continue en entreprise et métiers de la formation" (Continuing training in enterprise and training professions), CEDEFOP, 1990.

they often carry out their duties for a finite period[8]. This sometimes leads to an upgrading of trainers' functions which are seen as transitional stages or stepping stones.

This trend is probably part and parcel of the gradual shift of training divisions out of enterprise and the increasing involvement of the hierarchy in training as well as the desire to reduce fixed costs linked to in-house divisions. It is also linked to the desire to reduce the risk of technical and technological skill losses by full-time trainers.

- The fourth trend is the major increase in the use of occasional in-house and external trainers: managers and qualified personnel who, on a fairly regular basis, take part in training and seem to provide a better guarantee of being up to date with the latest developments in their techniques or in the enterprise itself.

- The fifth trend is the increasing interest which enterprise is showing in the training potential of work situations and the design of learning situations linked to labour organization.

- The sixth trend is the decentralization of training: the training function is being diffused and decentralized within enterprise as a whole. Training is gradually

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8 In "The training needs of trainers in industry and commerce - a feasibility study", Training Agency, UK, 1988.

becoming an activity which has to be managed by all supervisory staff and for which staff must take responsibility on a daily basis ... the general idea underlying this trend is that the training function must be close to operational functions and should not be bureaucratic [9].

- The seventh trend is the increasing importance accorded by enterprise to the analysis of training needs. This is partly because training is becoming a strategic factor in enterprise policy and its results are being seen as one of the factors in the success of this policy and partly because of the increasing use of new technologies in training which entails financial investment involving non-negligible risks.

- Lastly, increasing importance is being paid to mentoring tasks in enterprise - to some extent a revival of the traditions of the trade guilds - where the training component is hardly visible (but the educational component very visible) and which require a widespread awareness of education throughout the enterprise.

All these trends which cannot yet be generalized (to all enterprises or all those involved in continuing training in enterprise) go some way towards explaining the changing roles,

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9 In "Les métiers de la formation en entreprise - Quelle formation pour les formateurs?", (Training professions in enterprise - What training for trainers?), Synthesis report, CEDEFOP, 1991, Jean-François Germe.

profiles and training needs of trainers in enterprise. It should be borne in mind, however, that these needs are emerging in an economic context where constraints of productivity and competitiveness place major obstacles in their way. Enterprise seems to place the highest value on the technical component of trainers' skills and on anything likely to be immediately effective.

Although we have separated the problems of trainers in basic vocational training from those of trainers in continuing training, the two fields overlap to an increasing extent nowadays and the problems of all those involved are becoming more similar. The extension of some educational and social objectives (traditionally features of education and basic training) to continuing training, the increase in some countries of the average age of young people embarking on basic training (for instance young people embarking on the dual system in Germany), the need to make the most of the expertise existing in some technologies and to involve the economy to a greater extent in training are all factors which explain why people involved in basic training are taking an increasingly active part in continuing training and vice versa.

While the basic problem remains that of the qualification of trainers, their training can be seen as only one of the ways of producing this qualification within a process which it is itself continuous.

The production of qualifications involves and brings together a

number of sources[10]: **legal qualifications** where they exist (regulating access to training supply activities); **qualification resulting from basic training** (existence of certificates and diplomas following specific training courses); **qualification with respect to employment** (recognition by professions and definition of qualifications by both sides of industry in collective agreements); **personal qualification** (skills acquired by individuals through their training, professional experience or personal and social life); **qualification as regards trainers' social and professional status** (code acting as a reference for practitioners in the same field).

Consequently in any attempt to improve trainers' qualifications, their training must be related to other factors whose importance is non-negligible and which must themselves be dealt with by specific measures.

IV. WHO ARE THE TRAINERS?

In all countries, the term trainer covers a very varied group of people whose specific features are sometimes difficult to pinpoint.

Developments in training in recent years and in particular the increasing use of new educational technologies have led to a proliferation of training professions and the term "trainer" has become a fairly generic term designating a whole range of people and professions.

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10 In CEDEFOP News 5/89, Supplement, "Professionalisme Oui, Professionalisation Non" (Professionalism Yes, Professionalization No), Bernard Liétard.

In effect, an increasing number of trainers never carry out training. Tasks surrounding the actual provision of training are occupying an increasingly large place and are becoming specialist professions. Specialists in training management and in training design are emerging. In contrast, an increasing number of people who are not trainers are providing training, either on a temporary basis or part-time, both in enterprise and outside enterprise in training centres [11].

Formulating specific occupational profiles raises major problems. These profiles are formulated for and in real situations in very different ways ranging from narrow specialization to multi-skilling. Moreover, they are defined with respect to the actual operation of their internal and external labour markets in terms of different criteria (target groups, subjects, functions, ideological view of training, etc.) which often overlap.

The range of people, situations, functions and tasks may lead to discussions which focus on the multiplicity of trainers according to criteria of target groups (young people, migrants, handicapped, unemployed, women and others), methods of training (direct training, distance learning, alternance, multimedia training, etc.), specialisms (electricity, languages, computers, etc.), status in the job (training officer, consultant, group leader, etc.) or even the stage of involvement in the training process (analysis, design, actual teaching and evaluation).

Taking the findings of the studies conducted by CEDEFOP as a basis,

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[11] In idem (9).

it is possible to establish an initial distinction between teachers, full-time trainers and occasional trainers as suggested by these studies.

Teachers (technical and vocational education)

This is an occupational group linked for the most part with basic training which has vocational skills forming the content of its teaching activity[12]. This specialism is in most cases and countries acquired from tertiary education[13]. It would not be correct, however, to say that such teachers are always genuine specialists in a discipline as this would involve preliminary professional experience. In many cases, teachers follow a "route between schools" as professional experience outside school is not necessarily a recruitment requirement in all countries[14]. This probably explains why they are usually felt to have skills in theoretical teaching.

While their technological education[15] is generally fairly solidly based, their educational skills may vary considerably. In a number

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12 In the report "European Meeting of Public-Sector Vocational Training Agencies on the Training of Trainers in the Member States of the European Community" 30 and 31 May 1989, at CEDEFOP, Berlin, Prof. Dr. Joachim Münch, University of Kaiserslautern, p. 32.

13 In "Professional situation and training of trainers in the Member States of the European Communities - Synthesis Report", Benoit Théry, CEDEFOP, 1983, p. 110.

14 Idem, p. 119.

15 "Technological education: training which relates to the foundations of the techniques of one or a number of trades using scientific abstraction to justify these foundations" in "Professional situation and training of trainers in the Member States of the European Communities - Synthesis Report", Bénoit Théry, CEDEFOP, 1983, p. 167.

of countries special attention is, however, being paid to these skills within continuing training cycles.

On the other hand, the fact that some of these teachers lack experience in enterprise as well as regular contacts with the world of work and with bodies having social and occupational tasks (public employment agencies, information and vocational guidance centres, etc.) may mean that their knowledge becomes obsolete making it difficult for them to follow developments in technical, economic and social problems. The traditional divide between schools and the environment does not always make it possible for continuing training to fill these gaps (in particular by organizing periods of experience in enterprise). Closer links are starting to emerge, however, and can be seen from the twinning experiments between training establishments and enterprise.

While the most characteristic places in which this group carries out its professional duties are technical and vocational schools, teachers may also be called upon to work for[16] and/or in enterprise in continuing training operations. Their tasks in this case lie essentially in the design and formulation of educational resources, the design of courses and curricula for the training of enterprise personnel or the provision of expertise in their specialisms.

Full-time trainers

This group is generally made up of specialists in a subject who normally have solid experience in enterprise and who have to some

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16 Within schools which forge links with the outside world.

extent changed careers, putting their initial vocational qualifications to use in a new main activity, i.e. training[17]. They are to be found in both basic vocational training[18] and in continuing training.

Many of these trainers suffer a gradual "loss" of qualification as a result of their remoteness from the workplace. This raises the question of whether the profession of trainer can be seen as a profession "for life". The trend nowadays seems to be towards a reduction of their relative numbers in enterprise (except in high-tech enterprises or enterprises which provide basic training), while their numbers continue to be high in public and private training centres, especially in the area of basic training for young people, and in the training of other target groups with integration problems.

Their most important shortcomings arise from problems in following actual developments at production and service sites which may entail an inadequate knowledge of the sector and professional environment.

These trainers do not always have training in education which allows them to evolve effectively within the new objectives of vocational training (redrawing of the boundaries between basic and continuing training, production of learning situations associated with the changes in labour organization, rebuilding of expertise linked to changes in the content of work, mastery of cognitive models linked in particular to the introduction of new technologies, individualization

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17 Idem (12), p. 34.

18 "Teacher teaching practical skills employed either by a vocational education institution (generally public) or a vocational training centre (generally parapublic)" in idem (13), p. 78.

(or even personalization) of training, formulation and use of multimedia systems, back-up for self-instruction, etc.).

Lastly, when their main task is to pass on practical expertise, substantial investment also needs to be made in their advanced technological training.

Part-time trainers and occasional trainers

This heading covers a whole range of people involved in the training of young people by alternance methods[19] or in continuing training (in fact this group is more frequently found in continuing training). They have in common the fact that they are above all specialists in a subject - discipline, technique or method - which is in fact their field of professional activity, while they carry out training tasks on a part-time or occasional basis and in all cases as a secondary activity.

Their involvement in the training process may take place through organized training schemes (in the classroom or workplace) or through mentoring tasks at the work station where the training component is not clearly identified.

Their training needs are largely of an educational nature. However, when their main focus is operational expertise, they often have problems linking this expertise to theoretical knowledge and organizing this knowledge as a function of the target groups for which they are responsible. Advanced technological training is thus

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19 "Instructor or apprentice master in enterprise" in idem (13), p. 79.

essential for this group.

While their numbers and relative importance are growing (it is this group which is in the best position to provide training in the workplace), their training needs are not being suitably met as a result of structural constraints affecting the performance of their tasks.

Given that they are in most cases company employees whose main task is not training, firms do not see their advanced educational training as a priority. Moreover, a large number of potential trainers whose training role does not have clear status or recognition (and who are even less likely to receive actual recompense) sometimes have problems mobilizing themselves as regards training. The training of these trainers is heavily dependent on the culture of the organization in which they work, its perception of knowledge and the ability of this organization to recognize and upgrade educational activities as an integral part of work.

These three types of trainer may be exclusively involved in the actual teaching stage of the training process. However, as we have suggested above, some trainers, depending on circumstances, may also be involved in several stages of this process. The differences are determined by the actual circumstances in which duties are carried out, since the different function and position of the trainer's profession is a variable which depends on a number of factors in which the size of the organization and the ways in which training is organized play a major part.

Taking the stages common to all training processes as a starting

point, it may be possible to define the profession of trainer with respect to the stages which predominate in its performance. While the ability to conduct all the stages of this process in different socio-economic contexts "forms the operational model of the training practitioner"[20] specializations[21] seem to be forming around some fundamental stages: analysis of needs/design, management of training, actual teaching, evaluation and audit.

Actual teaching is shaped by training policy, systems engineering[22] and training management. Even though tasks and functions may overlap in a variety of ways in actual situations, we shall distinguish two further groups of people whose importance seems to be growing as evidenced by the studies conducted by CEDEFOP on continuing training professions in enterprise:

Specialists in educational engineering and training engineering

The trend towards personalized vocational training and the increasing use of new training technologies "have meant that some trainers have become experts, both from the point of view of the teaching methods

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20 In Journal "Vocational Training", 1/91, CEDEFOP, Anne de Blignières.

21 Cf. P. Caspar, "Vers un renouveau de la fonction formation" (Towards a renewal of the training function) in D. Weiss et al. "La fonction ressources humaines" (The human resource function), Ed. D'Organisations, 1989.

22 "The term engineering in this case designates all the methods and principles of action which make it possible to carry out a long term training policy (not simply by a succession of annual plans) and to establish training systems in keeping with every situation (i.e. a response which is not exclusively in terms of work experience periods)", in "Les métiers de la formation, Demain les cadres" (The training professions, tomorrow's executives), 1990, APEC, p. 23.

(learning processes) and the new media: they are tending to become designers of products and educational materials"[23]. They may also become experts in the design and evaluation of training systems and consequently have to play their part in analysing training needs. These tasks are particularly complex when there are no satisfactory tools for work analysis and evaluation.

This expertise may be separate or incorporated in the practice of another function (training management). Experts in engineering may be employed in training agencies and enterprise or in external consultancy bodies.

"This type of skill has not yet evolved to any great extent, although it should be noted that developments are taking place in this field. This opens up career opportunities for some trainers and educators. There is a demand and skills of this type are still rare. The concomitant development of personal training systems ... and research into adult cognitive psychology ... seems to be pointing the way towards the development of this type of trainer profile in the near future"[24].

Training management specialists and technicians

This very general heading covers a large number of people and does not take account of all the terms used. They are to be found in

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23 In "Training occupations in enterprise and for enterprise in France", François Piettre, CEDEFOP, 1990, p. 43.

24 Idem (23), p. 44.

basic training and in continuing training in enterprise[25] in full-time, part-time or even occasional working situations depending on the type of institution employing them.

These specialists may be chiefly involved with training plans or may also be responsible for engineering strategies for specific systems.

The function of training management may be the responsibility of one person who has no other duties. It may be added to a person's other duties or may simply be contracted out to external organizations (in the case of SMEs for instance). "What we can add to characterize this function is that it ranges from a certain non-existence to a relatively official status"[26] which is probably linked to the strategic value which is gradually being accorded to vocational training by enterprise.

This function is set up in a variety of ways ranging from the direct management of training in operational units to a more complex relay structure involving intermediate training management agencies (part and parcel of the trend towards decentralized training). In most cases these are not people who take part directly in training. The skills needed are not so much of an educational type (although these cannot be disregarded) but relate more to training management and more generally human resource management.

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[25] Outside enterprise, the changing role of training agency officers seems to have some analogies with that of training officers in enterprise.

[26] In "The training of trainers of young people in enterprises, Synthesis report", Michel Queré, CEDEFOP, 1989, p. 31.

Whether or not entreprises have in-house training divisions and varying levels of support from specialist services, the compromise between overall strategic objectives and training policy is made at this level. Such personnel are also responsible for analysing training needs, defining objectives and designing training systems and for monitoring, following up and evaluating these systems. Deciding how resources are to be committed and budget control are further tasks.

The ability to negotiate at all levels is one of the key components of the profile of personnel working in this area: dialogue with bodies formulating general policy, with bodies passing on the training needs expressed at different levels, with external support services (private consultation and training agencies, public authorities, resource managers) and with the trainers who have to be mobilized or recruited. They are, moreover, normally responsible for deciding on the training of in-house trainers.

Personnel of this type come from a wide range of professional backgrounds (vertical recruitment of former trainers and managers; horizontal recruitment of young managers). This means that their basic training also differs greatly in the same way as their career paths (this function is often a career transition point). Given the growing strategic importance attributed to their role and their mobilization ability within organizations, the training of such personnel is becoming a key factor in the training of trainers themselves.

V. WHAT TYPE OF TRAINING DO TRAINERS NEED?

Any attempt to reply to this question must take account, on the one hand, of the range of people covered by the term trainer and cannot, on the other hand, be dissociated from the developments which have taken place in training itself (bearing in mind that economic, social, cultural, technological and organizational changes have an impact on training).

In the first forms of apprenticeship in the Middle Ages, along the lines of the trade guild model, the apprentice master played a central role as educator: he introduced the apprentice to the work on the job, teaching him the basics of a trade in a working relationship which was in some ways an extension of the family relationship. This main aim of this apprenticeship, which could be termed "domestic" and which bears little comparison to the structured types of vocational training systems in use today, was the acquisition of expertise in particular by imitation. However, the fact that people were trained to master all aspects of a product and the nature of the relationship between the teacher and learner led to the acquisition of social and ethical attitudes and the rounded development of the individual.

The advent of industrialization changed the face of training and the roles and profiles of trainers. The structuring role of the pre-industrial period which brought about a process of integrated socialization, was gradually replaced by a functionalist model where roles, places, people and times were separated.

"Human resources" gradually started to be used to optimize the industrial system and were combined with other resources in an

industrial logic. Everything tended to be planned: the breakdown of production processes into stages, the place of people and what they had to be able to do and know with respect to these stages. The relative places of design and implementation were also precisely defined and could not in principle be carried out by one person. Vocational training was centred, as in the past, on operational know-how of a limited extent. Training in design tasks was also developing.

Work was codified into stable assemblies, knowledge was formalized and vocational training could then move gradually away from the workplace to classrooms and training workshops. The individual training of the Middle Ages was gradually giving way to the training of large numbers. A large number of workers, however, remained unskilled.

Since qualification needs were largely defined by industry, the shelf life of knowledge was not as yet raising major problems and the standardization of work situations led to the standardization of training, schools and training centres seemed to be able to provide a satisfactory response to needs. The breakdown of their respective responsibilities was well defined - education had the task of passing on the basic knowledge needed and civic instruction and vocational training had the task of passing on operational know-how, the division between them remaining clear-cut in the same way as the socio-occupational stratification which this imposed on trainers as well as trainees.

Trainers then possessed knowledge which was apparently stable which they had to pass on using teaching methods and practices which were

not dissimilar from the school model (since there were no methodological references for vocational training). Their role was to design programmes and exercises enabling the transmission of the knowledge needed for the actual conduct of specific tasks at a basic level and to say who had done these exercises well or badly.

This model, which gradually gained ground in all countries (although to different extents), had its most codified expression after the Second World War with "Taylorism" which, in its pure state, did not last as long and was not so great a force in history as some overly stereotyped systems of representation might suggest.

When changes in the world of work started to accelerate, largely as a result of the introduction of new technologies and the fact that social needs were regaining their rightful place, the "demand" in terms of qualification needs became more complex and the divide between the classroom and the world of work became more pronounced. Schools and training centres no longer seemed able to keep up despite a number of attempts at reform and, in particular, the establishment of large-scale public vocational training institutions in almost all countries.

Faced with a shortage of qualifications which they felt they needed, enterprises gradually set themselves up as producers of qualifications, although these were closely linked to their concrete and immediate needs.

The gradual demise of the functionalist approach and its simplicity is leading at present to a new stage whose contours are still blurred, one of whose main features is research into new ways of

providing consistency and an integrating cultural model.

This new model requires a restructuring of the relationships between education, training and work so that evolving professional identities can be built up. When repetitive tasks are carried out for the most part by technology, the remainder of work becomes more "intelligent" and tasks become increasingly complex and abstract and relate to "symbolic" processes. Investing in the development of skills in the areas of innovation, design, initiative and team work becomes essential for the forward management of skills. Vocational training then tends to move towards the individual and work situations, leads to new strategies and gradually covers non-traditional areas (for instance the development of core skills in learning systems, training with a social aim and the introduction of elements of general education into continuing training in enterprise).

In the case of trainers "it is no longer just a question of passing on expertise, a stock of knowledge, but of acting on a system, a set of elements where the trainee occupies a central position ... In this case the learning environment is crucial. The trainer then becomes a manager, or even a creator of training environments"[27].

Despite the defects inherent in any summary, the main trends in vocational training, as embodied in representative national systems, can be summarized bearing in mind that these trends are not taking place in a linear way and that there have been and always will be considerable overlaps:

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[27] In the report on the meeting "New Training Media. New Paths in the Training of Trainers", CEDEFOP, 1988, Prof. Jean Donnay.

Phase I	Phase II	Phase III
Unity, complexity: integration of work/education/ training/	Dissociation, simplicity; Functionalization; specialization	Unity, complexity restructuring of places, roles of practitioners, content of training, content of work
. Transmission of practical knowledge (empiricism)	. Transmission of practical operational know-how	. Organization of learning situations; continuous two-way movement between theory and practice
. Development of performance skills	. Development of operational skills	. Development of design and action skills by integrating technical, social and method skills
. On-the-job training	. Classroom training	. Close links between training place/workplace and in parallel distance training and multimedia and multi-resource systems
. Individual learning (in a strict social context)	. Collective learning	. Articulation between individual and collective; individualization of training, self-instruction

The trend towards the restructuring of roles and factors which had long been separated - workplace, place of education, place of training, place of social contact - embodied in current systems of representation is still far from being generally accepted by those people involved and is not being put into actual practice to any great extent by institutions and their agents. The "closed cells" of the functionalist logic of the second stage still persist with corporatist effects (in particular on the part of training agencies), hierarchies of values and the interests associated with these.

Training, despite certain changes, too often contains within itself in a dissociated way the successive legacies of the past which often coexist in the same place. Despite attempts at innovation, the acquisition of operational know-how and the acquisition of knowledge are still often separated as are their respective places, trainers and target groups. Even schemes for sensitive target groups such as young people do not escape this problem.

Attempts at overall restructuring and, more particularly, to reshape the links between skills emerging from practice and theoretical knowledge "taking as the thread the intelligence of the action and its dynamics allowing movement in both directions between theory and practice"[28] is probably the main challenge involved in the modern training of trainers. The aim is to produce trainers able to invent systems which make it possible to help other people to acquire the ability to build up combinations of practice and theory through performance in the workplace via the acquisition of a set of complex skills going beyond traditionally expressed vocational skills.

For this purpose trainers must themselves possess these performance abilities and must have followed the same path. It is known that most trainers have been trained according to strategies of

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28 "Les situations de travail, tremplin de la formation" (Work situations, a springboard for training), Gérard Malglaive, in "Nouvelles Qualifications", No. 6, February 1991, p. 3.

functionalization and specialization and work in institutions which operate using these same strategies.

The question is therefore how to envisage the training of trainers in a period of transition (which will undoubtedly have a long period of latency) between the destructuring stage which is still continuing and the establishment of a new integrating cultural model which entails a genuine change of culture. The challenge is to bring about a twofold interactive change: trainers must see themselves as instruments in the development of restructuring mechanisms and must also overcome resistance to change (individual and institutional) including their own.

While it is true that a new stage is being reached, the target towards which the training of trainers should be oriented is the development of intellectual resources able to provide general integration and rebuilding skills: the integration of theory and practice, groups and individuals and training and the economic and social environment and the rebuilding of learning situations able to develop initiative, creativity, autonomy and responsibility in trainees and to encourage the acquisition of method, design, action and social skills. The training of trainers should thus promote methodological and educational innovation and focus on educational and systems engineering, the conduct of projects and the development of partnerships. This training should also prepare trainers to work in multi-cultural contexts.

The development of these skills, which may be acquired as capitalizable units combining basic and continuing training and giving priority to alternance, firstly requires a basic mastery of the overall training process. Advanced training routes composed by trainers themselves from the existing supply and as a function of the problems encountered in the specific circumstances in which they carry out their jobs should then promote the on-going acquisition of specific skills.

Trainers access to training and in particular continuing training - which is, it seems, their main qualification route - does not escape the problems of the access of workers in general to training, in particular in enterprise. This problem is closely linked to long-term conditions and the actual context in which their work is performed and raises important questions in particular in the case of the training of occasional trainers. The professional organizations of trainers which are being established in some countries may prove extremely useful in this respect.

VI. CONCLUSIONS

1. While it is true that the links between education and (basic and continuing) vocational training need to be reshaped, it may well be the case that there will be a shift in some of their specific traditional objectives and boundaries. Substantial overlaps seem likely between the tasks and operating systems of education and vocational training and "this trend towards institutional and operational rapprochement may be leading to a weakening of the differences in the profiles, tasks and roles of the people involved"[29].

This leads us to the assumption that the training of personnel involved in the world of basic vocational training (including teachers in technical and vocational education) and continuing training also have fairly large overlapping areas which would make it possible to formulate certain common principles for their training.

2. The basic and continuing training of trainers (as defined above) should promote the gradual acquisition of skills allowing them to:

- analyse diverse needs (economic, social, cultural, group and

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[29] See summary of the conclusions of Workshop 3 of the 3rd European Congress on Continuing Education and Training in Berlin, 14-15 March 1991.

individual) and construct appropriate training routes;
- master different teaching methods and resources;
- transform working situations into learning situations without thereby losing sight of imperatives of profitability and competitiveness;
- integrate theory and answers to specific problems, focusing on objectives often defined outside of these problems, into training;
- relink various types of knowledge and sources of information in the teaching-learning process;
- develop the training effects of their own working situations;
- identify and call on people, institutions and resources of all types without losing sight of their specific responsibilities;
- build up their own specific advanced training routes as a function of actual problems encountered.

The body of knowledge which will help to promote the acquisition of these skills may be diverse (it would be worth carrying out specific research on this question). It should be borne in mind that "the ability of produce professional knowledge specific to trainers around which strategies of social recognition can develop is essential for the formulation of training programmes for trainers"[30].

The depth, extent and methods of these training programmes must be established as a function of the different circumstances of trainers: "overly ambitious training projects for trainers come up against the constraints of actual working situations (financial resources, career plans, credibility accorded to their status, the image that their employer organizations have of training as a resource for change ..."[31].

Account will also have to be taken of the specific problems of

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30 Idem (29).

31 Idem (29).

teachers in technical and vocational education and full-time trainers, on the one hand, and of the particular circumstances of occasional trainers on the other hand. Account will also have to be taken of training needs in very specialized areas (for instance training engineering and management).

In any case, acquiring the professional knowledge specific to trainers means that certain principles must play a part in their training process:

- the two-way movement between know-how from working situations and theoretical knowledge;
- systematic individual and group reflection (oral and written) on their professional practices;
- acceptance of the benefits of shared capitalization of the professional practices of trainers;
- the resolution of concrete problems as a starting and continuing point of their training;
- the involvement of trainers in research and action teams linking up with university teams which will be revitalized in their turn;
- the provision of different sources of information and the development of practices allowing efficient use of these sources.

3. As continuing training is an indispensable resource for the qualification of trainers, the problem of access to and motivation for this training does not escape the general problems surrounding the access of workers in general and in particular company employees to continuing training. In some cases this is even more difficult for trainers given their particular relationship to knowledge and the dual nature of their qualification.

Various factors could play a part in opening up access and increasing the use of the supply of training:

- agreements between public and private sectors for the establishment of a complementary and flexible supply of

training for trainers at different levels. This supply should provide for individual routes, multimedia and multi-resource systems and systems of credit units and validation of experience;

- increasing the awareness of those in charge of school and training institutions as well as hierarchical channels in enterprise of the role of training and the constraints on its success which should help correctly to position the importance of the professional skills of trainers and to increase their recognition;
- linking the career paths of teachers and vocational trainers with advanced training requirements including validation of experience;
- tax incentives for enterprise and trainers under certain quality control and assurance criteria in order to promote access to training.

4. The question of the qualification of trainers cannot be seen solely in terms of their educational training. It is also linked to a restructuring of the economic and social dimensions which is difficult to put into practice because of institutional compartmentalization and differences in regulations. Several factors could stimulate this restructuring:

- developing alternance situations in basic training and in continuing training with a substantially reinforced integration of the conceptual approach and the operational approach within any training;
- advances in defining disciplinary references and methodological frameworks specific to a view of vocational training which goes beyond the acquisition of "technical skills linked directly to the hard core of occupational situations"[32];
- encouraging the participation of both sides of industry in the formulation of training programmes and criteria and quality

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32 In "La formation des adultes: besoin ou mythe?" (Adult training: need or myth?), Pierre Caspar, 1989, p. 4.

control programmes;

- supporting local and regional initiatives which bring together training establishments, enterprise and organizations with social and professional aims;
- encouraging cooperation between trainers' training establishments and enterprise, in particular through contract activities (for instance the design of training programmes for industry or the involvement of teachers and trainers in industrial research);
- raising the level and professional requirements for the basic recruitment of some full-time trainers (in particular trainers of disadvantaged target groups) to help to upgrade the profile and status of vocational training;
- making the regulations covering teachers in technical and vocational education and full-time trainers in basic training more flexible, for instance by making the relative numbers of part-time and occasional trainers greater than in the past;
- placing greater emphasis on professional experience in the recruitment and career advancement of teachers in technical and vocational education;
- developing continuing training schemes for trainers with the joint participation of different types of trainers and managers from the public and private sectors;
- involving the economic world to a greater extent in education and vocational training, for instance by promoting mobility, even on a temporary basis, between full-time workers in education and training and industry (on the basis of formal agreements and financing arrangements);

5. In the particular case of trainers in enterprise the almost complete lack of medium and long term training plans[33] is probably one of the major obstacles to an improved awareness of the question

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[33] In major enterprises, however, these plans are now being developed, especially when there are statutory obligations to do so.

of trainers' professionalism[34]. Moreover, the trend towards contracting out training services and the widespread practice of using the external supply does not necessarily help to develop this awareness within enterprise.

The role of social dialogue in the development of training plans is particularly important especially as we are convinced that this would lead to an awareness of the importance of selecting trainers able to raise the profile of training itself. Professional organizations and SME support structures should back up this attempt to raise awareness especially in the case of small and medium-sized enterprise where training investment is still far from adequate.

Mentoring tasks within enterprise also need better support. Since "mentors" may be located at different hierarchical and operational levels when there is a movement towards a "learning enterprise" they do not necessarily have an explicit training role. They should, however, have access to introductory training and one wonders in this respect whether it would be feasible to include some coverage of basic educational aspects in any basic managerial training.

The most critical area is that of occasional trainers. Such trainers do not normally receive any cultural recognition of their status within the enterprise, are unable to attend training because they lack time and financial resources and receive little encouragement to do so. Nevertheless, this recognition seems indispensable if human resources are to evolve within enterprises and should provide trainers with time to prepare training materials and develop team

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34 "Professionalism is taken to mean the way in which the relationship to a professional activity is perceived. While it obviously involves the conventional knowledge and skills needed to ply a trade, corresponding to what are traditionally known as qualifications, it also involves the whole way of perceiving work - values, behavioural standards - which may vary widely in different countries and whose importance in the overall conduct of work is particularly great" in "La compétitivité, défi social, enjeu éducatif" (Competitiveness, social challenge, educational issue), Alain d'Iribarne, Presses du CNRS, p. 19.

work through an economic and social compromise. This important problem could be discussed and solutions found within the framework of innovative social dialogue.

Lastly, major efforts should be concentrated on people responsible for formulating policy and managing training as their main or auxiliary task. This function could well be a resource for mobilizing the development of training for trainers whether it is associated visibly or less visibly with management in general and human resource management in particular or whether it is perceived as a separate function.

The problem of trainers' qualifications cannot be separated from the question of workers' mobility within the Single Market:

- trainers have to train people who will work in an international context where they have to remain competitive;
- trainers are at the vertex of economic, social and cultural issues which they must combine in their work to promote economic development and ensure that there is a genuine equality of opportunity from the social point of view;
- trainers occupy a key position as regards training quality and systems development which is an essential condition for the harmonious development of human resource qualifications in Europe;
- lastly, trainers' qualifications must themselves be recognized if they are to have the same potential mobility as other workers.

If the question is that of the economic and social development of Europe, the question of the training of trainers will be raised in identical terms in all the Member States. The starting situation in these countries is, however, very different (see the studies conducted by CEDEFOP).

As Alain d'Iribarne says: "It is largely in the continuity of the old national structures that future developments should be sought.

Leaving aside extraordinary developments, changes rarely take place simply by replacing the old with the new. More often innovative factors gain ground within existing structures leading to re-interpretations and modifying their identity to an extent and with a force which is linked to the extent of the contradictions within the mechanisms in question ..."[35].

How can the European Community make progress with the problem of trainers' qualifications while reconciling development problems common to all the Member States with national situations whose specific nature cannot be disregarded?

Some schemes may be envisaged in this area:

1. Improving knowledge of the situation and problems of trainers in the various Member States (dissemination of the studies already conducted by CEDEFOP and other national and Community organizations and the launch of complementary studies where appropriate).

2. Help in finding new benchmarks for trainers' professionalism linked to the new combinations of activities which are being established in industry and the service sector. In other words, codifying the end objective better so as to allow progress with the formulation of trainers' profiles, skill references and specific expertise as well as the "measurement" of what they have acquired.

3. Establishing European tools for "reading" trainers' vocational skills so as to promote their mobility.

4. Advancing knowledge on key questions, including:
- cognitive and operational mechanisms for acquiring complex skills such as social skills and design, method and action skills;

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35 Extract from "La compétitivité, défi social, enjeu éducatif", Alain d'Iribarne, Presses du CNRS, p. 175.

- innovation in methods of passing on knowledge;
- techniques for analysing training needs;
- engineering of training systems;
- methods of evaluating training and transfers to work situations;
- implications of the development of distance training courses and multimedia systems for the training of trainers (production, use and evaluation);
- methods for agreements between training institutions and economic operators likely to promote the advanced training of trainers;
- the problem of intangible investment.

5. Encouraging social dialogue on the question of trainers' qualifications, at European level, as part of broader thinking on the restructuring of public and private sector tasks as regards the production of qualifications.

6. Encouraging the development of professional associations of trainers which could act as fora for mobilization and preparation for change and also for training in real situations.

7. Supporting innovative training projects for trainers with a European dimension meeting quality and validation criteria and bringing the public and private sectors together in coherent ways.

8. Developing a system of exchange grants at European level (or making existing systems more productive and efficient) for target groups (directors of institutions, researchers, trainers) and specific topics.

9. Supporting the development of a national and European network culture in the area of training for trainers.

The programmes currently being run by the Community include schemes relating to the training of trainers. Efficient coordination between

the schemes developed as part of these programmes seems indispensable if the most is to be made of experience and information better disseminated.

The pooling of the experience gained through these programmes which are at present unlinked may provide a stock of knowledge which could be used to provide useful pointers for advancing the problem of training for trainers.

CEDEFOP — European Centre for the Development of Vocational Training

Training of trainers: problems and trends

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CEDEFOP Document

Luxembourg: Office for Official Publications of the European Communities

1991 — III, 42 pp. — 21.0 x 29.7 cm

ISBN 92-826-3424-8

Catalogue number: HX-72-91-649-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

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HX-72-91-649-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

ISBN 92-826-3424-8

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L-2985 Luxembourg